

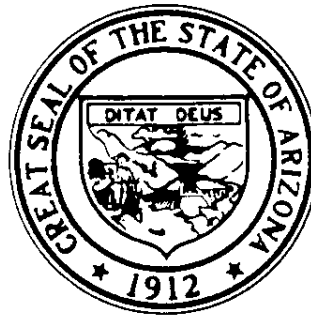
STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT



**Superintendent Tom Horne
Arizona Department
of Education**

2003

ARIZONA DEPARTMENT OF EDUCATION
School Effectiveness Division

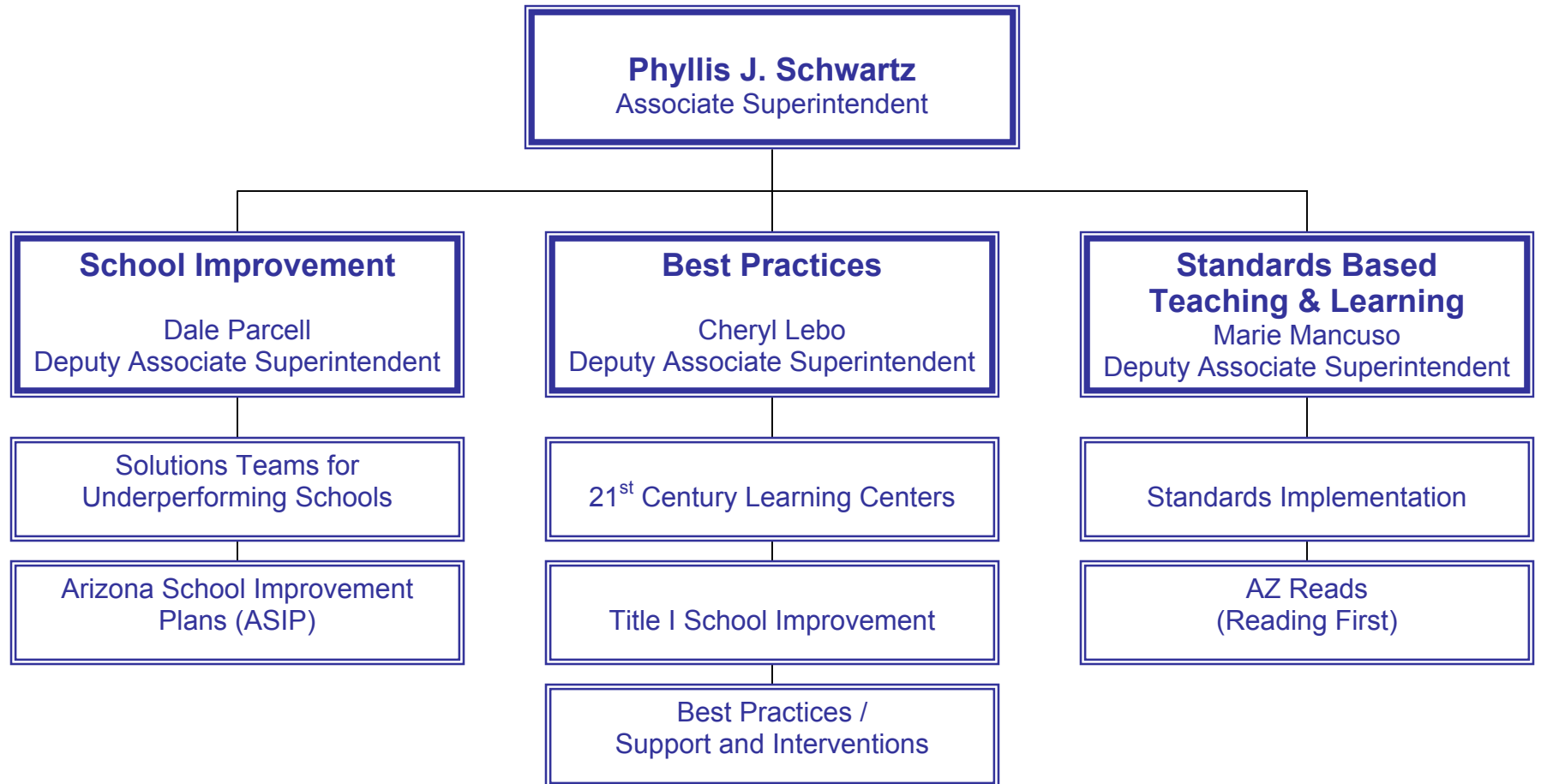


**STANDARDS AND RUBRICS
FOR SCHOOL IMPROVEMENT**

Tom Horne, Superintendent of Public Instruction

SCHOOL EFFECTIVENESS DIVISION

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Operational Guidelines for **STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT**

This document is intended to help schools identify the strengths and limitations of their instructional practices and organizational conditions. All Arizona schools will use this document to assess their overall performance. The document serves three primary functions: 1) as a *blueprint* to communicate the high expectations of the Arizona Superintendent of Public Instruction for all Arizona schools; 2) as a *self-assessment tool* to be used by the educational community at the local level; and 3) as an *external assessment tool* to be used by ADE School Improvement Teams. This document may also be used in other appropriate external assessment activities. The document is *not* to be used for staff evaluation. Instead, the focus is placed on assessing the effectiveness of the school for the purpose of sustained improvement.

The Standards and Rubrics for School Improvement is anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards:

- Standard 1: School and District Leadership Capacity
- Standard 2: Curriculum, Instruction, and Professional Development
- Standard 3: Classroom and School Assessments
- Standard 4: School Culture, Climate, and Communication

Instructions for Using STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT

When a standards-based school engages in the process of assessing the strengths and weaknesses of its educational program, it is vital to begin with an open mind, making no assumptions. By drawing attention to the four standards related to improving student achievement, this document can help ensure that the assessment is thorough. The conclusions drawn from examining these standards become the foundation for a solid school improvement plan.

In order to use this document effectively, there must be an orientation to its design. The document presents one of the standards at the top of each page. The standards are then further defined by one or more indicators. To the right of each indicator statement are four performance levels (rubric score points) that describe each indicator's level of development and/or implementation using the following score points and descriptions:

3	Exceeds the Standard	(Exemplary level of development and/or implementation)
2	Meets the Standard	(Fully functioning and operational level of implementation)
1	Approaches the Standard	(Limited development and/or partial implementation)
0	Falls Far Below the Standard	(No evidence of development or implementation)

The following steps are recommended for using this document:

1. Carefully read through each standard and its related indicators before beginning the review/evaluation process.
2. Begin your review/evaluation process by reading the description cited in Level 3 — *Exceeds* for each indicator. Under the heading *Possible Evidence* there is a list of suggested sources of documentation to be examined. Consider the recommended evidence before determining whether this description accurately describes your school.
3. If you believe that there is insufficient evidence to support an *Exceeds* rating as described in Level 3, read the descriptions for Levels 2, 1, and 0 to determine which of these levels most accurately describes your school.
4. Select your rating for each indicator by shading or circling the appropriate box in the rubric that best illustrates the extent to which the research-based variable is reflected in the work of your school. You also may use the attached evaluation record to document your ratings for the indicators within each standard.
5. Keep in mind that this document has been designed to facilitate a detailed analysis of your school's instructional and organizational effectiveness. The more accurate the appraisal of the school's instructional and organizational practices, the more effectively the school can strengthen the quality of its work on behalf of student learning.

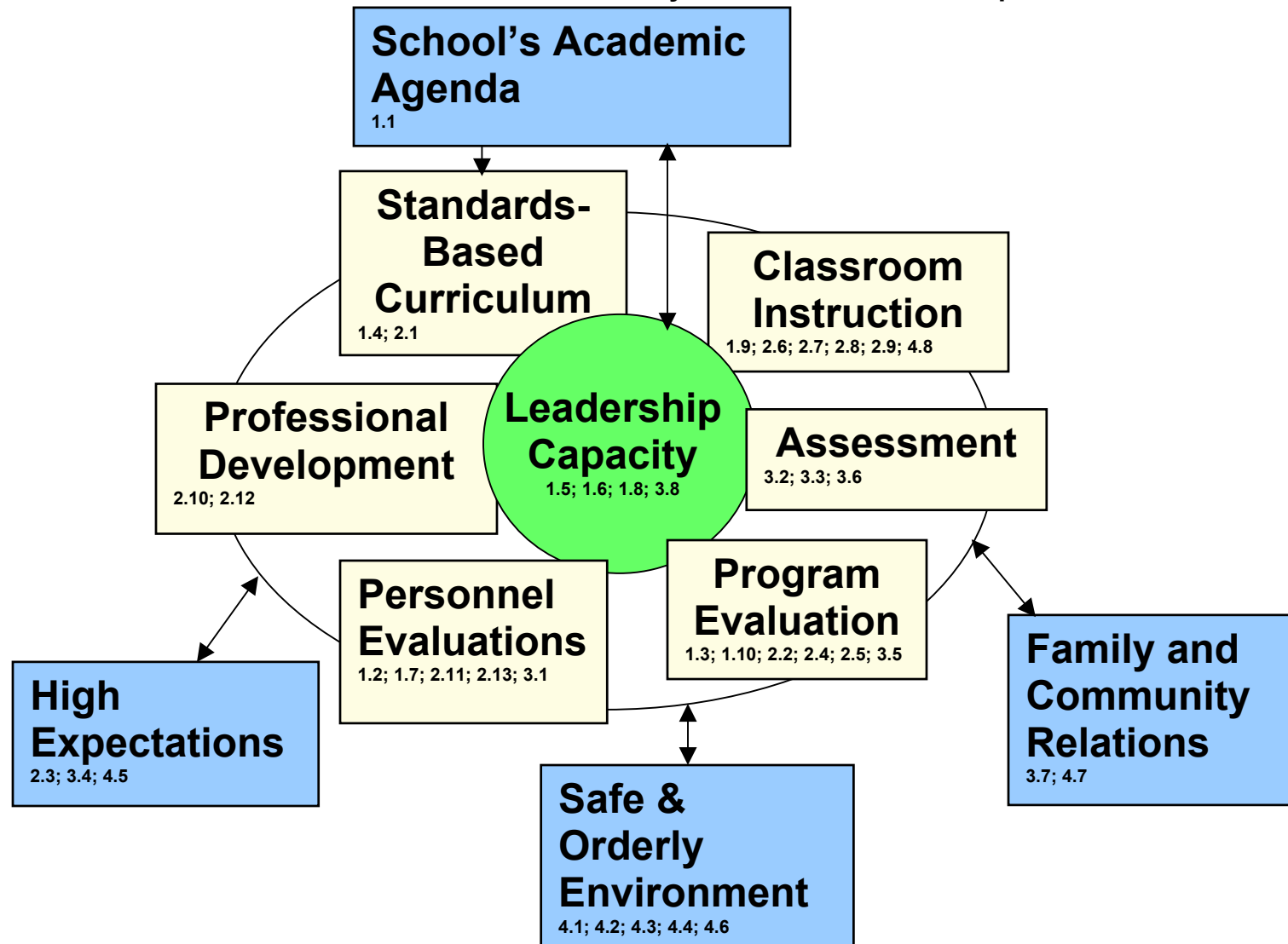
For this process to yield the most valid, reliable evaluation results, it is important to involve as many individuals on a campus as possible. There are many ways to accomplish this. The following are suggestions to solicit input from the majority of staff:

1. Begin by having the campus leadership team (e.g., principal, teacher leaders, district representatives, and other stakeholders) carefully read and study the document. As a team they use steps 1-5 (previously described). This process may require several meetings in order to reach consensus on the appropriate rating for each indicator, based on available evidence.
2. Next, one or two members of the leadership team lead a similar process with only one of the four standards and one quarter of the staff. The review/evaluation process is then accomplished with all four standards.
3. The leadership team or an appointed subcommittee then reconciles the team's evaluation with the small groups' evaluations. Synthesized evaluation results are compiled and a final report is completed.
4. The final report is presented to the entire staff for their review and comments. Feedback is considered for possible revisions/edits.

The revised report is used as the basis for examining the school's existing improvement plan. If needed, a new course for improvement is charted based on this evaluation.

GRAPHIC OVERVIEW OF SYSTEMIC SCHOOLWIDE IMPROVEMENT

In this model, indicators for all four standards in the Standards and Rubrics for School Improvement are cross-referenced with the elements and/or conditions necessary for sustained school improvement.



Standard 1: SCHOOL AND DISTRICT LEADERSHIP
The district and school leadership focuses on improved student achievement.

Indicators

- 1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission.
- 1.2 All administrators have growth plans focused on the development of effective leadership skills.
- 1.3 District/school leadership uses disaggregated data as part of planning for diverse needs, communicates data analysis information to school staff, and systematically incorporates data into the school's planning process.
- 1.4 Leadership ensures that all instructional staff has access to appropriate curriculum and instructional materials and are provided with the training necessary to effectively use curricular and data resources relating to the Arizona Academic Standards.
- 1.5 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.
- 1.6 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.
- 1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.
- 1.8 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.
- 1.9 Teachers exhibit sufficient content knowledge to foster student learning.
- 1.10 Staff monitor and evaluate curriculum and instructional programs and make modifications as needed to ensure continuous school improvement.

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT
Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

Indicators

- 2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.
- 2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.
- 2.3 The curriculum expectations are communicated to all stakeholders.
- 2.4 The curriculum provides access to a common academic core for all students.
- 2.5 Instructional planning links standards, formative assessment, instruction, practice, summative assessment, and review/re-teaching.
- 2.6 Instructional materials and resources are aligned to state standards and performance objectives, and there is research-based evidence of their effectiveness.
- 2.7 Technology is integrated effectively into classroom instruction and used as a teacher productivity tool.
- 2.8 Use of differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product to demonstrate learning) makes appropriate instruction available to all students.
- 2.9 A variety of scientifically research-based strategies focused on increasing student achievement is used effectively in classroom instruction.
- 2.10 Long-term professional growth of individual staff members is supported.
- 2.11 Teachers recognize and accept their professional role in student success and failure.
- 2.12 Professional development is continuous and job-embedded.
- 2.13 The district/school provides a clearly defined evaluation process.

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

Indicators

- 3.1 Multiple assessments and evaluation strategies are used appropriately.
- 3.2 The teacher assesses learning and communicates results to students, families, stakeholders, and other professionals with respect to students' abilities to meet the Arizona Academic Standards.
- 3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.
- 3.4 Students know what is required to meet/exceed the standards.
- 3.5 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.
- 3.6 The district/school outlines specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.
- 3.7 Teachers communicate regularly with families about individual student's progress in meeting the Arizona Academic Standards.
- 3.8 District/school leadership coordinates the state-required assessment and accountability program.

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

Indicators

- 4.1 Plants and facilities support a safe and orderly environment conducive to student learning.
- 4.2 There is policy, leadership, and staff support for proactive school discipline procedures that enhance student learning.
- 4.3 There is leadership, staff, and community involvement in the development and implementation of safety and crisis plans.
- 4.4 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.
- 4.5 Student achievement is highly valued and publicly celebrated.
- 4.6 A healthy school culture promotes social skills, conflict management, and prevention programs.
- 4.7 Families and the community are active partners in the educational process and work together with the school to promote programs and services for all students.
- 4.8 Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.

Standard 1: SCHOOL AND DISTRICT LEADERSHIP*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OR PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.1 Leadership (i.e., governing board, district administration, and principals) has led an inclusive process of developing a sustained and shared vision and mission.	A. The leadership collaborates with the school and business community at large in the development and revision of the mission and belief statements that support the identified vision.	A. The leadership involves the school community in the development and revision of mission and belief statements that support the identified vision.	A. The leadership provides for limited input, mainly from the teaching staff, in the development of the mission and belief statements that support the identified vision.	A. The leadership does not show evidence of input in the development of the mission and belief statements that support the identified vision.	<ul style="list-style-type: none">• Copy of vision/mission statements• Evidence of inclusion from teacher and parent interviews• Principal provides evidence of focus on mission• Evidence available that mission and beliefs are considered in instructional planning• School-to-home communication
	B. The leadership communicates the mission and belief statements to staff, students, families, and stakeholders.	B. The leadership communicates the mission and belief statements to all staff and students of the school.	B. The leadership communicates the mission and belief statements to staff of the school.	B. The leadership does not show evidence that the mission and belief statements have been communicated to staff.	
	C. The leadership focuses the staff and larger community on designing instructional programs that improve academic achievement and support the mission and belief statements.	C. The leadership focuses the staff on implementing the mission and belief statements in instructional programs for improving academic achievement.	C. The leadership occasionally refers to the mission and belief statements when addressing the planning of instructional programs.	C. The leadership does not show evidence that the mission and belief statements are considered when planning instructional programs.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.2 All administrators have growth plans focused on the development of effective leadership skills.	A. The growth plans of all administrators focus on effective leadership skills designed to support student achievement. The growth plans are shared with appropriate stakeholders.	A. The growth plans of all administrators focus on effective leadership skills designed to support student achievement.	A. Administrators have growth plans, but plans only partially focus on leadership skills designed to promote student achievement.	A. Administrators' growth plans are not developed or are not focused on leadership skills designed to promote student achievement.	<ul style="list-style-type: none"> • Administrators' professional growth plans • Principal demonstrates how plans are reviewed and revised • Principal demonstrates how growth plans are focused and activities selected • Administrative evaluation instrument
	B. The growth plans are reviewed and revised biannually based on student achievement and consistently guide administrators in their selection of professional development activities.	B. The growth plans are reviewed and revised annually and consistently guide administrators in their selection of professional development activities.	B. The growth plans are reviewed, but limited attention is given to their relationship to improving student achievement, and/ or they are not consistently used to guide administrators in their selection of professional development activities.	B. The growth plans are not regularly reviewed and revised, and/or are not used to guide administrators in their selection of professional development activities.	
	C. The administrative evaluation process is directly connected and aligned to the Arizona Administrator Standards.	C. The administrative evaluation process is connected to the Arizona Administrator Standards.	C. The administrative evaluation process shows little connection to the Arizona Administrator Standards.	C. The administrative evaluation process shows no connection to the Arizona Administrator Standards.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.3 District/school leadership uses disaggregated data as part of planning for diverse needs, communicates data analysis information to school staff, and systematically incorporates data into the school's planning process.	A. District/school leadership continuously analyzes available data comparing academic achievement with income level, race, and gender; information is shared with the community (e.g., school report card).	A. District/school leadership continuously analyzes available data comparing academic achievement with income level, race, and gender.	A. District/school leadership occasionally reviews data comparing academic achievement with income level, race, and gender.	A. District/school leadership does not analyze or review data comparing academic achievement with income level, race, and gender.	<ul style="list-style-type: none">• Principal documentation• Verification through teacher interviews
	B. Analysis of disaggregated data for diverse populations is presented to school staff and stakeholders; data used at both school and district levels in planning for improving student achievement.	B. Analysis of disaggregated data for diverse populations is presented to school staff; data used at both school and district levels in planning for improving student achievement.	B. Analysis of disaggregated data is presented to staff infrequently and/ or in a limited format.	B. Analysis of disaggregated data is not shared.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.4 Leadership ensures that all instructional staff has access to appropriate curriculum and instructional materials and are provided with the training necessary to effectively use curricular and data resources relating to the Arizona Academic Standards.	A. District/school leadership demonstrates extensive knowledge of the Arizona Academic Standards and the standards-based instructional process, and can provide extensive assistance and resources to staff in their use.	A. District/school leadership ensures that all teachers have access and are trained to implement the Arizona Academic Standards and the standards-based instructional process.	A. District/school leadership demonstrates knowledge of the Arizona Academic Standards, but does not have enough understanding of the standards-based instructional process to provide assistance and resources to staff. Staff members have limited access to the Arizona Academic Standards and related training.	A. District/school leadership is not informed about the Arizona Academic Standards and related curricular and data resources, and training is not provided to teachers.	<ul style="list-style-type: none">• Interviews• Observations

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.5 Leadership ensures that time is allocated and protected to focus on curricular and instructional issues.	A. Leadership monitors the use of time and gives teachers feedback on effective use of instructional time.	A. Leadership supports and assists staff to protect time as a valuable resource in providing quality instruction.	A. Leadership expects staff members to use time as an instructional resource, but time use is not monitored.	A. Leadership does not encourage staff to use time as an instructional resource.	<ul style="list-style-type: none"> • School/staff schedules • Evidence of planned time for collaboration • Classroom observations • Principal and teacher interviews
	B. Leadership encourages and assists all staff to use time to collaborate, research, plan, and reflect in order to enhance student learning.	B. Leadership encourages and assists staff to use time to collaborate and plan in order to support student learning.	B. Leadership encourages some staff members to collaborate and plan in order to support student learning.	B. Leadership does not encourage staff to use time to collaborate and plan.	
	C. Leadership and staff consistently focus on increasing the efficient use of instructional time to maximize student learning.	C. Staff makes efficient use of instructional time to maximize student learning.	C. Time is used efficiently in some classes and not in others, and there is little evidence that the use of time is an issue that is discussed among staff.	C. Instructional time is consistently used ineffectively.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.6 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	A. District/school leadership allocates and reallocates resources (e.g., fiscal, human, physical, time) and finds additional resources as needed to support the mission, belief statements, and student learning in all areas.	A. District/school leadership allocates resources (e.g., fiscal, human, physical, time) to support the mission, belief statements, and student learning.	A. District/school leadership allocates adequate resources, but allocation does not always support the mission, belief statements, and/or student learning.	A. District/school leadership does not allocate adequate resources to support the mission, belief statements, and/or student learning.	<ul style="list-style-type: none"> • Interviews with district and building leaders • Organizational chart • Budget
	B. Leadership demonstrates managerial responsibility for budget monitoring and continuously seeks additional resources from outside sources (e.g., grants).	B. Leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks additional resources from outside sources (e.g., grants).	B. Leadership demonstrates limited managerial responsibility for budget monitoring, and does not seek additional resources from outside sources.	B. Leadership does not show evidence of managerial responsibility for budget monitoring.	
	C. Leadership ensures that the building is appropriately and promptly maintained and provides a safe and equitable environment for both teachers and students.	C. Leadership works to ensure that the building is maintained and provides a safe and equitable environment for students.	C. Leadership monitors building maintenance but exercises only limited control.	C. Leadership shows limited awareness of building maintenance needs or projects.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	A. The school staff and all stakeholders recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.	A. The school staff recognizes the principal as the instructional leader of the school and seeks his/her input on instructional issues.	A. The principal wants to be an instructional leader, but the majority of staff does not seek his/her input on instructional issues.	A. The principal does not show evidence of instructional leadership and staff does not seek his/her input on instructional issues.	<ul style="list-style-type: none">• Principal, teacher, parent, and student interviews• Teacher growth plan
	B. The principal engages students, staff, and other stakeholders in frequent conversations about student academic performance.	B. The principal leads staff in regular discussions about student academic performance.	B. The principal occasionally engages staff in discussions about student academic performance.	B. The principal rarely discusses student academic performance with staff.	
	C. Strategies to improve student academic performance are the focus of faculty meetings on a regular basis. Staff are encouraged to share research, instructional strategies, and learning experiences.	C. Strategies to improve student academic performance are often addressed at faculty meetings.	C. Strategies to improve student academic performance are mentioned at faculty meetings, but not in a focused, consistent manner.	C. Strategies to improve student academic performance are not addressed at faculty meetings.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	D. The principal regularly leads staff and other stakeholders in reviews of curriculum documents and assessment results. Implications for instructional planning are discussed.	D. The principal leads staff in curriculum review and discussion of assessment results.	D. The principal occasionally has staff review curriculum documents and assessment results.	D. The principal does not encourage staff to review curriculum documents and assessment results.	
	E. The principal is frequently a participant in classroom activities and provides input on the instructional strategies being used.	E. The principal is a frequent visitor in classrooms and provides input on the instructional strategies being used.	E. The principal visits the classrooms infrequently and/or offers little input about instructional strategies.	E. The principal visits the classrooms only for evaluation of professional staff.	
	F. The principal consistently provides a positive, supportive learning and working environment for both teachers and students.	F. The principal facilitates the creation of a positive learning environment for both teachers and students.	F. The principal attempts to create a positive learning environment for both teachers and students, but is not always successful.	F. The principal does not facilitate the creation of a positive learning environment for both teachers and students.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 1.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	G. The principal uses the teacher and staff evaluation processes to promote professional development and ensure both teacher quality and optimal educational opportunity for all students.	G. The principal consistently uses the teacher evaluation process to promote professional development and ensure teacher quality.	G. The principal is inconsistent in his/ her use of the teacher and staff evaluation process to promote professional development and increased student achievement.	G. The principal does not focus the teacher and/ or staff evaluations on the promotion of professional development and student achievement.	
	H. The principal ensures that the instructional and organizational systems are regularly monitored and modified as needed to support student performance.	H. The principal ensures that the instructional and organizational systems are monitored and modified to support student performance.	H. The principal ensures that the instructional and organizational systems are monitored on an inconsistent basis.	H. The principal does not ensure that the instructional and organizational systems are monitored.	
	I. The principal ensures that intensive or strategic intervention programs for diverse learners are developed and include adequate, improved curriculum, improved instruction, and expanded time.	I. The principal ensures that intensive or strategic intervention programs for diverse learners are developed.	I. The principal ensures that intervention programs are developed to increase student achievement, but they are not differentiated and/or sufficiently intensive to be effective.	I. The principal does not ensure that efforts are made to develop targeted, differentiated intervention programs to increase instructional intensity.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.8 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	A. There is an established, comprehensive budgeting process that addresses the use of fiscal resources, involves staff, and is communicated to relevant stakeholders.	A. There is an established budgeting process that involves staff for allocating and managing fiscal resources.	A. There is a budgeting process that addresses the use of fiscal resources, but staff is not involved.	A. There is little or no evidence of a comprehensive budgeting process that addresses the use of fiscal resources.	<ul style="list-style-type: none"> • Evidence available of data-based decision-making • Principal and teacher interviews • List of standing committees
	B. Appropriate data are included in the formalized process for budgeting decisions.	B. Appropriate data are consistently used in making budgeting decisions.	B. Appropriate data are sometimes used in making budgeting decisions, but their use is not ensured or consistent.	B. There is little evidence that appropriate data are considered in making budgeting decisions.	
	C. The district/school actively assists staff in acquiring resources from external sources (e.g., grants, instructional materials).	C. The district/school has an accessible process for supporting staff in acquiring resources from external sources (e.g., grants, instructional materials).	C. There is limited support for staff in acquiring resources from external sources (e.g., grants, instructional materials).	C. There is no process to support staff in acquiring resources from external sources (e.g., grants, instructional materials).	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 1.8 The school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	D. The district adheres to a timetable to ensure that schools are provided funding allocations in a timely manner.	D. The district provides schools with funding allocations in a timely manner.	D. The district provides schools with funding allocations in an inconsistent manner.	D. The district does not provide funds to the school in a timely manner.	
	E. Expenditures of discretionary funds support the mission of the school, relate directly to an identified school need, and are regularly monitored to ensure continued effectiveness.	E. Expenditures of discretionary funds support the mission of the school and relate directly to an identified school need.	E. Expenditures of discretionary funds inconsistently support the mission of the school and/ or relate to an identified school need.	E. There is no process to ensure that expenditures of discretionary funds support the mission of the school and/or relate to an identified school need.	
	F. Categorical funding from state and federal program resources is allocated to support specific student needs, and its allocation is regularly monitored to ensure continued effectiveness.	F. Categorical funding from state and federal program resources is allocated to support specific student needs.	F. The match of categorical funding from state and federal program resources to specific student needs is inconsistent.	F. There is no formalized process for ensuring that categorical funding from state and federal program resources is allocated to best support specific student needs.	
	G. Expenditures from various sources are integrated, where possible, to maximize the effect on student achievement. Allocation is reviewed regularly.	G. Expenditures from various sources are integrated, where possible, in order to maximize the effect on student achievement.	G. Expenditures from various sources are inconsistently integrated.	G. There is no process in place to ensure that expenditures from various sources are integrated, where possible, to maximize the effect on student achievement.	

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.9 Teachers exhibit sufficient content knowledge to foster student learning.	A. All teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	A. A majority of teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	A. Some teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	A. Few, if any, teachers are certified and/or meet requirements to teach in their assigned areas and/or grade levels.	<ul style="list-style-type: none">• Certification by content/grade level or documentation of expertise/ degree in content area and grade level, AND• Documentation of expertise in professional knowledge

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY*The district and school leadership focuses on improved student achievement.*

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
1.10 Staff monitor and evaluate curriculum and instructional programs and make modifications as needed to ensure continuous school improvement.	A. The effectiveness of all programs is regularly monitored and evaluated, and modifications are made based upon evaluation results.	A. The effectiveness of all programs is regularly monitored and evaluated.	A. The effectiveness of all programs is not regularly monitored and evaluated.	A. Programs are not monitored and evaluated.	<ul style="list-style-type: none">• Evidence of ongoing evaluation of school improvement plan• Principal and teacher interviews
	B. Instruction and organizational systems are regularly monitored and modified as needed to support student performance using a wide variety of data gathered in the evaluation process.	B. Instruction and organizational systems are regularly monitored and modified as needed to support student performance.	B. Instruction and organizational systems are inconsistently monitored and modified as needed to support student performance.	B. Instruction and organizational systems are not regularly monitored or modified as needed to support student performance.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.	A. The Curriculum and Instructional Alignment Declaration has been signed by all required parties (i.e., superintendent, principals, and governing board members) and submitted to ADE on time.	A. The Curriculum and Instructional Alignment Declaration has been signed by all required parties (i.e., superintendent, principals, and governing board members) and submitted to ADE.	A. The Curriculum and Instructional Alignment Declaration has been signed by some of the required parties and submitted to ADE.	A. The Curriculum and Instructional Alignment Declaration has not been signed or submitted to ADE.	<ul style="list-style-type: none">• Copy of Curriculum and Instructional Alignment Declaration• Curriculum scope and sequence
	B. Seven to nine content areas of the scope and sequence (including Language Arts, Science, and Mathematics) are coded using the Arizona Academic Standards coding system at the concept and performance objective levels.	B. Three to six of the nine content areas of the scope and sequence (including Language Arts, Science, and Mathematics) are coded using the Arizona Academic Standards coding system at the concept and performance objective levels.	B. The Reading, Writing, and Mathematics scope and sequence demonstrates some alignment to the Arizona Academic Standards concepts and performance objectives.	B. The Reading, Writing, and Mathematics scope and sequence demonstrates no alignment to the Arizona Academic Standards concepts and performance objectives.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each, and a reporting system is in place.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each.	C. Performance objectives in the scope and sequence have been broken down to include one cognitive task each.	C. Performance objectives in the scope and sequence have not been broken down to include cognitive tasks.	
	D. All scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Most scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Some scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Scope and sequence objectives are not age and developmentally appropriate at each grade level.	
	E. Scope and sequence demonstrates purposeful spiraling of content and skills throughout grade levels for seven to nine content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates the spiraling of content and/or skills throughout each grade level for three to six content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates some spiraling of content and/or skills in Reading, Writing, and Mathematics.	E. Scope and sequence does not demonstrate the spiraling of content or skills.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.2 A systematic process for monitoring, evaluating, and reviewing the curriculum is in place.	A. The school curriculum is monitored, evaluated, and revised annually based on multiple factors (e.g., local curriculum, state standards, national standards, student performance on state assessment, student academic needs defined from other sources).	A. The school curriculum is monitored, evaluated, and revised every two years based on several factors including student achievement on the Arizona Academic Standards.	A. The school curriculum is occasionally monitored and revised.	A. The school curriculum is not monitored or revised.	<ul style="list-style-type: none">• Minutes from curriculum meetings• Evidence that the curriculum is used (e.g., lesson plans, agenda/ minutes from curriculum meetings, curriculum maps, teacher observations)• Minutes from site council meetings

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

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INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.3 The curriculum expectations are communicated to all stakeholders.	A. The school curriculum is communicated and disseminated to all staff, students, families, and major community representatives during the process of monitoring, evaluating, and review.	A. The school curriculum is communicated and disseminated to staff, students, families, and stakeholders during the process of monitoring, evaluating, and review.	A. The school curriculum is communicated and disseminated to instructional staff and students during the process of monitoring, evaluating, and review.	A. The school curriculum is not communicated or disseminated.	<ul style="list-style-type: none">• Curriculum maps• Course syllabi samples• Grading policy• Newsletters• Documentation from curriculum open house• Parent information meetings• Parent-student handbook

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.4 The curriculum provides access to a common academic core for all students.	<p>A. The scope and sequence for grades K-3 Reading clearly defines and addresses all five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000.</p> <p>(Elementary schools only)</p>	<p>A. The scope and sequence for grades K-3 Reading addresses all five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000.</p> <p>(Elementary schools only)</p>	<p>A. The scope and sequence for grades K-3 Reading addresses some of the five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000.</p> <p>(Elementary schools only)</p>	<p>A. The scope and sequence for grades K-3 Reading does not address the five components of Reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) reported by the National Reading Panel, 2000.</p> <p>(Elementary schools only)</p>	<ul style="list-style-type: none"> • Scope and sequence (K-12) • Course description guide • Master course schedule
	<p>B. The master schedule offers flexibility for all students to access any course/class. Information about all available classes is widely circulated and communicated to all students, families, and stakeholders.</p>	<p>B. The master schedule offers flexibility for all students to access any course/class.</p>	<p>B. The master schedule has flexibility; however, some students have limited access to some classes.</p>	<p>B. The master schedule establishes "tracks" for students that limit the available courses for many students.</p>	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 2.4 The curriculum provides access to a common academic core for all students.	C. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives. A variety of academic supports are used as appropriate.	C. Course offerings are sufficient for all students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives.	C. Course offerings are sufficient for most students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives.	C. Course offerings are insufficient for significant numbers of students to have the opportunity to learn the Arizona Academic Standards concepts and performance objectives.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.5 Instructional planning links standards, formative assessment, instruction, practice, summative assessment, and review/re-teaching.	A. All instructional activities are aligned to instructional objectives and the Arizona Academic Standards.	A. Most instructional activities are aligned to instructional objectives and the Arizona Academic Standards.	A. Some instructional activities are aligned to instructional objectives and/or the Arizona Academic Standards.	A. Few, if any, instructional activities are aligned to instructional objectives or the Arizona Academic Standards.	<ul style="list-style-type: none"> • Random sample - teacher lesson plans • Observation • Teacher interviews • Classroom assessments • School-wide assessments
	B. Allt teachers consistently use formative assessment data to determine correct level of difficulty for individual or group instruction.	B. Most teachers consistently use formative assessment data to determine correct level of difficulty for individual or group instruction.	B. Some teachers use formative assessment data to determine correct level of difficulty for individual or group instruction.	B. Few, if any, teachers use formative assessment data to determine correct level of difficulty for individual or group instruction.	
	C. All teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	C. Most teachers consistently assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	C. Some teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	C. Few, if any, teachers assign practice activities that are aligned with the concept and thinking level of the lesson objective(s).	
	D. All teachers consistently include review and re-teaching in instructional planning	D. Most teachers consistently include review and re-teaching in instructional planning.	D. Some teachers include review and re-teaching in instructional planning	D. Few, if any, teachers include review and re-teaching in instructional planning.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.6 Instructional materials and resources are aligned to state standards and performance objectives, and there is research-based evidence of their effectiveness.	A. All instructional materials are scientifically research-based and aligned with state standards and performance objectives.	A. Most instructional materials are scientifically research-based and aligned with state standards and performance objectives.	A. Some instructional materials are scientifically research-based and aligned with state standards and performance objectives.	A. Few, if any, instructional materials are scientifically research-based and aligned with state standards and performance objectives.	<ul style="list-style-type: none"> • Approved list of resources and materials • Relationship to the Arizona Academic Standards • Criteria for materials selection • Teacher and media center director interviews • Instructional materials
	B. A balanced media center collection in a variety of formats supports and enriches the curriculum.	B. A balanced media center collection based on curriculum needs is available.	B. Limited instructional resources that are relevant, accurate, and current are provided in the media center.	B. Instructional resources to support the school's curriculum are not provided.	
	C. The media center provides a variety of materials that are current, developmentally appropriate, and meet the research and reading needs and interests of a diverse population.	C. The media center provides a variety of materials that are developmentally appropriate, current, and relevant to student needs.	C. The media center provides some print materials that are developmentally appropriate and meet some student needs.	C. There is no media center or library.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.7 Technology is integrated effectively into classroom instruction and used as a teacher productivity tool.	A. Teachers consistently incorporate technology as an integral part of instruction.	A. Teachers consistently incorporate technology in instruction.	A. Teachers occasionally incorporate technology in instruction.	A. Teachers rarely incorporate technology in instruction.	<ul style="list-style-type: none">• Date analysis• Observation• Teacher interviews• Record keeping• Communication (e.g., e-mails)• Lesson plans
	B. All teachers use technology as a productivity tool for planning, record keeping, and communication.	B. Most teachers use technology as a productivity tool for planning, record keeping, and communication.	B. Some teachers use technology as a productivity tool for planning, record keeping, and communication.	B. Few, if any, teachers use technology as a productivity tool for planning, record keeping, and communication.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.8 Use of differentiated instruction (i.e., adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) makes appropriate instruction available to all students.	A. All teachers consistently use pre-assessment as a basis for differentiation of instruction in all content areas.	A. Most teachers use pre-assessment as a basis for differentiation of instruction in Reading, Writing, and Mathematics.	A. Some teachers occasionally use pre-assessment as a basis for differentiation of instruction.	A. Few, if any teachers use pre-assessment as a basis for differentiation of instruction.	<ul style="list-style-type: none">• Observation• Lesson plans
	B. Differentiation of instruction is observable in all classrooms.	B. Differentiation of instruction is observable in a majority of the classrooms.	B. Differentiation of instruction is observable in some classrooms.	B. Differentiation of instruction is observable in few, if any, classrooms.	
	C. Classroom observations indicate a well-planned blend of whole group, small group, and individual instruction.	C. Classroom observations indicate an adequate mix of whole group, small group, and individual instruction.	C. Classroom observations indicate occasional variation in grouping strategies.	C. Classroom observations indicate no variation in grouping strategies.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 2.8 Use of differentiated instruction (adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product or performance that demonstrates learning) makes appropriate instruction available to all students.	D. All teachers consistently perform error analyses of their students' summative assessments and use the results as a basis for re-teaching all content areas.	D. Most teachers perform error analyses of their students' summative assessments and use the results as a basis for re-teaching in Reading, Writing, and Mathematics.	D. Some teachers occasionally perform error analyses of their students' summative assessments as a basis for re-teaching.	D. Few, if any, teachers perform error analyses of their students' summative assessments as a basis for re-teaching.	
	E. Targeted re-teaching of objectives is occurring in all content areas in most classrooms.	E. Targeted re-teaching of objectives is occurring in Reading, Writing, and Mathematics in a majority of classrooms.	E. Targeted re-teaching of objectives is occurring in some classrooms.	E. Targeted re-teaching of objectives is occurring in few, if any, classrooms.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.9 A variety of scientifically research-based strategies focused on increasing student achievement are used effectively in classroom instruction.	A. Classroom observations indicate targeted use of a wide variety of scientifically research-based instructional strategies.	A. Classroom observations indicate consistent use of several scientifically research-based instructional strategies.	A. Classroom observations indicate inconsistent use of scientifically research-based instructional strategies.	A. Classroom observations indicate no evidence of scientifically research-based instructional strategies.	<ul style="list-style-type: none"> • Observation • Lesson plans
	B. All students appear to be actively engaged in learning.	B. A majority of students appear to be actively engaged in learning.	B. Some students appear to be actively engaged in learning.	B. Few students appear to be actively engaged in learning.	
	C. All students have instructional opportunities to connect and apply their learning to real-life experiences.	C. All students have instructional opportunities to connect their learning to real-life experiences.	C. Some students have instructional opportunities to connect their learning to real-life experiences.	C. Students have few, if any, instructional opportunities to connect their learning to real-life experiences.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.10 The long-term professional growth of individual staff members is supported.	A. The district/school has developed a long-term plan for continuous support of professional growth needs. The plan is evaluated for effectiveness and revised as needed.	A. The district/school has developed a long-term plan for continuous support of professional growth needs.	A. The district/school has developed a plan for professional growth needs, but support is limited.	A. The district/school has not developed a plan for professional growth needs.	<ul style="list-style-type: none"> • List of available trainings offered • Records of attendance • Needs assessment data • District and site professional development plans • Teacher growth plan
	B. The district/school regularly monitors and evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school regularly evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school occasionally evaluates the professional development plan to provide evidence of its impact on teacher practice and student achievement.	B. The district/school does not evaluate the professional development plan to provide evidence of its impact on teacher practice and student achievement.	
	C. Professional development plans correlate with both national standards and the Arizona Professional Teacher Standards.	C. Professional development plans correlate with the Arizona Professional Teacher Standards.	C. Professional development plans show some correlation with the Arizona Professional Teacher Standards.	C. Professional development plans show little or no correlation with the Arizona Professional Teacher Standards.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 2.10 The long-term professional growth of individual staff members is supported.	D. Professional development opportunities model scientifically research-based teaching strategies to support student learning. Classroom practice of the strategies is supported.	D. Professional development opportunities model scientifically research-based teaching strategies to support student learning.	D. Professional development opportunities promote scientifically research-based teaching strategies.	D. Professional development opportunities do not promote scientifically research-based strategies.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.11 Teachers recognize and accept their professional role in student success and failure.	A. Most teachers consistently go beyond required professional development to enhance their teaching skills and as a result there is evidence of improved student achievement.	A. A majority of teachers consistently go beyond required professional development to enhance their teaching skills and as a result there is evidence of improved student achievement.	A. Some teachers go beyond required professional development to enhance their teaching skills and as a result there is some evidence of improved student achievement.	A. Few, if any, teachers go beyond required professional development to enhance their teaching skills and there is no evidence of improved student achievement.	<ul style="list-style-type: none">• Individual teacher professional development plans• Teacher observation evaluation• Peer observations• Professional activity reports• Evidence of improved student achievement
	B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness. There are regularly scheduled times for individual and group reflection.	B. All teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	B. Some teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	B. Few, if any, teachers reflect on their classroom practices and student achievement in an effort to improve their effectiveness.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.12 Professional development is continuous and job-embedded.	A. All teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	A. A majority of teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	A. Some teachers participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	A. Teachers rarely participate in job-embedded professional development to update their content knowledge and professional practices that are scientifically research-based.	<ul style="list-style-type: none"> • Documentation of continuous professional development activities • District/school plan for professional development • Master schedule • Minutes or recap of teacher planning sessions • Evaluation forms • Observation forms • Mentoring and coaching plans
	B. Professional development time is consistently provided (i.e., daily or weekly) for colleagues to collaborate in order to evaluate resources, analyze data, and study research.	B. Professional development time is regularly provided (i.e., bi-weekly) for colleagues to collaborate in order to review resources and study research.	B. Professional development opportunities are occasionally provided (i.e., once per month) to collaborate, but the focus is unclear.	B. Professional development time is not provided for collaboration.	
	C. Teachers who have expertise in content or pedagogy mentor other teachers on a regular basis.	C. Teachers who have expertise in content and pedagogy regularly share information, experiences and/or knowledge with other teachers.	C. Teachers who have expertise in content or pedagogy occasionally share information, experiences, and/or knowledge with other teachers.	C. Teachers who have expertise in content or pedagogy do not share information, experiences, and/or knowledge with other teachers.	

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
2.13 The district/school provides a clearly defined evaluation process.	A. There are comprehensive, written policies and procedures regarding the evaluation of all personnel. The policies and procedures are reviewed regularly for possible revisions.	A. There are written policies and procedures regarding the evaluation of all personnel	A. There are written policies regarding evaluation of personnel, but the procedures are not clearly defined.	A. There are no written policies regarding personnel evaluation, or they are incomplete or inappropriate.	<ul style="list-style-type: none"> • Staff evaluation manual and documents • Policy manual
	B. The evaluation process is directly connected to the goals for improving student learning. Specific areas for individual improvement are targeted.	B. The evaluation process is directly connected to the goals for improving student learning.	B. The evaluation process has some connections to the goals for student learning.	B. The evaluation process is not connected to the goals for student learning.	
	C. The evaluation process is directly connected and aligned to the Arizona and National Administrator or Professional Teacher Standards.	C. The evaluation process is connected to the Arizona Professional Teacher Standards.	C. The evaluation process has some connection to the Arizona Professional Teacher Standards.	C. The evaluation process has little or no connection to the Arizona Professional Teacher Standards.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.1 Multiple assessments and evaluation strategies are used appropriately.	A. Evaluation of student performance is based on multiple sources of summative assessment data (e.g., local criterion-referenced tests, performance assessment, classroom summative assessments, final projects, AIMS, Stanford Achievement Test) and includes self-evaluation and/or self-reflection.	A. Evaluation of student performance is based on multiple sources of summative assessment data (e.g., local criterion-referenced tests, performance assessment, classroom summative assessments, final projects, AIMS, Stanford Achievement Test).	A. Evaluation of student performance is based on similar sources of summative assessment data.	A. Evaluation of student performance is based on a single source of summative assessment data.	<ul style="list-style-type: none"> • Classroom formative and summative assessments
	B. A combination of formative and summative classroom assessments is used systematically to inform instruction.	B. A combination of formative and summative classroom assessments is used to monitor student progress.	B. A combination of formative and summative classroom assessments is used.	B. A combination of formative and summative classroom assessments is not used.	
	C. Teachers routinely collaborate to design formative and summative assessments that are aligned to performance objectives and retain a consistent depth of knowledge.	C. Teachers routinely collaborate to design formative and summative assessments that are aligned to performance objectives.	C. Teachers occasionally collaborate to design formative and summative assessments.	C. Teachers do not collaborate to design formative and summative assessments.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.2 The teacher assesses learning and communicates results to students, families, and other professionals with respect to students' abilities to meet Arizona Academic Standards.	A. The teacher uses multiple measures of formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.	A. The teacher uses a variety of formative and summative assessments aligned to strands, concepts, performance objectives, and instruction.	A. The teacher uses a single type of summative assessment aligned to concepts and performance objectives.	A. The teacher does not use summative assessments that are aligned to concepts and performance objectives.	<ul style="list-style-type: none">• Report cards• Class syllabus• Progress reports• Formative and summative assessments• Grade book
	B. The teacher maintains excellent records of student products and performance and uses both to guide instructional decisions.	B. The teacher maintains adequate records of student work and performance and uses both to guide instructional decisions.	B. The teacher maintains adequate records of student work or performance but does not use either to guide instructional decisions.	B. The teacher does not maintain adequate records of student work or performance to guide instructional decisions.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	A. Summative assessments and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic Standards concepts and/or performance objectives in seven to nine content areas, including Language Arts, Science, and Mathematics.	A. Summative assessments and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic Standards concepts and/or performance objectives in three to six content areas, including Language Arts, Science, and Mathematics.	A. Summative assessments and criterion-referenced tests are aligned in content and difficulty to the Arizona Academic Standards concepts and/or performance objectives in Reading, Writing, and Mathematics.	A. Summative assessments and local criterion-referenced tests are not aligned in content and difficulty to the Arizona Academic Standards concepts or performance objectives.	<ul style="list-style-type: none">• Summative assessments• Criterion-referenced tests• Performance assessments• School-wide assessments• Formative and summative assessments
	B. All summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.	B. Many summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.	B. Some summative assessments and criterion-referenced tests are coded using the Arizona Academic Standards coding system.	B. Summative assessments and criterion-referenced tests are not coded using the Arizona Academic Standards coding system.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.	C. Assessments of performance objectives targeted in the school improvement plan include five or more items per performance objective.	C. Assessments of performance objectives targeted in the school improvement plan include four items per performance objective.	C. Assessments of performance objectives targeted in the school improvement plan include two-three items per performance objective	C. Assessments of performance objectives targeted in the school improvement plan include none or one item per performance objective.	
	D. All summative assessments include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Most summative assessments include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Some summative assessments include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	D. Summative assessments do not include a rubric/scoring guide for constructed response, performance response, observation, or portfolio.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.4 Students know what is required to meet/exceed the standards.	A. Models of actual student performance (exemplars) are used to clarify the task and to distinguish levels of performance. Strategies for improving performance are identified.	A. Models of actual student performance (exemplars) are routinely used to clarify the task and distinguish levels of performance.	A. Models of actual student performance (exemplars) are occasionally used to clarify the task, but the distinction between levels of performance is not clear.	A. Models of actual student performance (exemplars) are not used to clarify the task or to distinguish levels of performance.	<ul style="list-style-type: none">• Sample rubrics• Classroom observation
	B. Rubrics/scoring guides are developed by teachers and students collaboratively prior to the assignment or assessment and are posted or provided to families and stakeholders.	B. Rubrics/scoring guides are developed by teachers and shared with students prior to the assignment or assessment and are posted or provided to students, families, and stakeholders.	B. Rubrics/scoring guides are developed and used by teachers but seldom shared with students prior to the assignment or assessment.	B Rubrics/scoring guides are not shared with students prior to the assignment or assessment.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 3.4 Students know what is required to meet/exceed the standards.	C. The teacher engages students in a variety of self-assessment activities to identify areas for improvement and modify their performance.	C. The teacher engages students in self-assessment activities to identify areas for improvement.	C. The teacher promotes student self-assessment.	C. The teacher does not promote student self-assessment.	
	D. Students receive timely, meaningful feedback on their performances and use the feedback to strengthen their next performance.	D. Students receive timely, meaningful feedback on their performances.	D. Students receive limited feedback on their performances.	D. Students receive no meaningful feedback on their performances.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.5 Test scores are used to identify gaps in curriculum or between groups of students for instructional implications.	A. The school staff and administrators routinely review test data disaggregated by gender, race, and economic level to identify curriculum gaps and modify instructional practices.	A. The school staff periodically reviews test data disaggregated by gender, race, and economic level to identify curriculum gaps and modify instructional practices.	A. The school staff occasionally reviews test data disaggregated by gender, race, and economic level.	A. The school staff does not review disaggregated test data.	<ul style="list-style-type: none">• Staff meeting minutes/agendas• Grade or department-level meetings/agendas
	B. Test data are routinely analyzed and used to modify curriculum and/or instructional practices.	B. Test data are occasionally analyzed and used to modify curriculum and/or instructional practices.	B. Test data are analyzed, but analysis does not result in modifications to curriculum and/or instructional practices.	B. Test data are not analyzed.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.6 The district/school outlines specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.	A. The school outlines specific steps for monitoring, evaluating, and reporting student progress with timelines and benchmarks.	A. The school outlines specific steps for monitoring and evaluating student progress.	A. The school provides some guidelines for monitoring and evaluating student progress.	A. The school does not provide guidance for monitoring and evaluating student progress.	<ul style="list-style-type: none"> • District policy • Student progress reports • Report cards • District criterion-referenced test reports
	B. Student progress reports are sent home frequently and provide information regarding how well the student is achieving on the F.A.M.E. scale (Falls Far Below the Standard, Meets the Standard, Approaches the Standard, Exceeds the Standard) for each Arizona concept/performance objective.	B. Student progress reports are sent home regularly and provide information regarding how well the student is achieving on each Arizona concept/performance objective.	B. Student progress reports are sent home but provide little or no information regarding how well the student is achieving on Arizona concept /performance objectives.	B. Student progress reports are not sent home.	
	C. Diagnostic and criterion-referenced test results in non-AIMS grade levels are regularly reported to students, families, and stakeholders.	C. Diagnostic or criterion-referenced test results in non-AIMS grade levels are reported to students, families, and stakeholders.	C. Assessment results in non-AIMS grade levels are periodically reported to students, families, and stakeholders.	C. Assessment results in non-AIMS grade levels are not reported to students, families, or stakeholders.	

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.7 Teachers communicate regularly with families about individual students' progress in meeting Arizona Academic Standards.	A. Teachers routinely initiate contact with families to discuss academic progress, strategies for improvement, or to commend students' successes.	A. Teachers initiate contact with families as needed to discuss academic progress and strategies for improvement.	A. Teachers occasionally contact families to discuss concerns with academic performance or behavior.	A. Teachers' communication with families is limited to progress reports and report cards.	<ul style="list-style-type: none">• Teacher communication logs• Parent conferences

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies, and data to measure and monitor student performance and to revise curriculum and instruction as needed.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
3.8 District/school leadership coordinates implementation of the state-required assessment and accountability program..	A. The district/school provides information to teachers, students, families, building personnel, and community members detailing the purposes and benefits of assessment and timelines.	A. The district/school provides information to teachers, students, families, building personnel, and community members detailing the purposes of assessment.	A. The district/school provides partial information about the assessment and accountability program.	A. The district/school does not provide details about the assessment and accountability program.	<ul style="list-style-type: none">• Sample communications regarding testing• Documentation of planning meetings and training
	B. The district/school provides facilitated training to all instructional staff on assessment implementation (e.g., AIMS, Stanford Achievement Test).	B. The district/school provides training for teachers and administrators on assessment implementation (e.g., AIMS, Stanford Achievement Test.).	B. The district/school provides training for administrators on assessment implementation.	B. The district/school does not provide training on assessment implementation.	
	C. The district/school shows evidence of operating according to clearly defined responsibilities, including ethics for district personnel, test coordinators, site administrators, teachers, and staff. Timelines and implementation reviews are evident.	C. The district/school shows evidence of clearly defined responsibilities, including ethics for district personnel, test coordinators, site administrators, teachers, and staff. Timelines and implementation reviews are evident.	C. The district/school has defined responsibilities including ethics for district personnel and shows some evidence of timelines and implementation reviews that are in place.	C. The district/school has no defined responsibilities and no evidence of timelines or implementation reviews	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.1 Plants and facilities support a safe and orderly environment conducive to student learning.	A. Physical structures of the school provide an optimal safe, orderly, and equitable learning environment.	A. Physical structures of the school provide an adequately safe, orderly, and equitable learning environment.	A. Physical structures of the school generally provide a safe, orderly, and equitable learning environment; however, minor improvements are needed.	A. Physical structures of the school do not specifically address safe, orderly, or equitable learning environments and major improvements are needed.	<ul style="list-style-type: none">• Facility audits• Evacuation plans• Disaster plans• ADA requirements• Staff survey• Culture audits• School opinion surveys
	B. Operational policies and procedures to keep disruptions to a minimum have been clearly developed.	B. Operational policies and procedures to keep disruptions to a minimum have been adequately developed.	B. Operational policies and procedures to keep disruptions to a minimum have been minimally developed.	B. Operational policies and procedures to keep disruptions to a minimum have not been developed.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.2 There is policy, leadership, and staff support for proactive school discipline procedures that enhance student learning.	A. Zero percent of students carried a weapon on school property.	A. One to four percent of students carried a weapon on school property.	A. Five to nine percent of students carried a weapon on school property.	A. Ten percent or more of students carried a weapon on school property.	<ul style="list-style-type: none"> • Discipline summary statistics • School/district discipline policies • Student/Parent Handbook • School safety and crisis plans • Board policy manual
	B. Zero percent of students were engaged in physical fights on school property.	B. One to four percent of students were engaged in physical fights on school property.	B. Five to nine percent of students were engaged in physical fights on school property.	B. Ten percent or more of students were engaged in physical fights on school property.	
	C. Zero percent of students were offered, sold, or given an illegal drug on school property.	C. One to four percent of students were offered, sold, or given an illegal drug on school property.	C. Five to nine percent of students were offered, sold, or given an illegal drug on school property.	C. Ten percent or more students were offered, sold, or given an illegal drug on school property.	
	D. District/school safety policies and procedures are based on research and reviewed annually to ensure a positive climate.	D. District/school safety policies and procedures are based on research and reviewed periodically to ensure a positive climate.	D. District/school safety policies or procedures were developed without research considerations and have not been reviewed.	D. District/school safety policies or procedures do not exist.	
	E. Discipline policies are equitably and consistently enforced.	E. Discipline policies are enforced.	E. Discipline policies are inconsistently enforced.	E. Discipline policies are not enforced.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.3 There is leadership, staff, and community involvement in the development and implementation of safety and crisis plans.	A. Comprehensive safety and crisis policies exist. The principal, staff, families, stakeholders, and outside experts were involved in developing the policies, and continue to monitor their effectiveness and make revisions as appropriate.	A. Complete safety and crisis policies exist. The principal, staff, families, stakeholders, and outside experts were involved in developing the policies.	A. Safety and crisis policies exist. The principal and staff were involved in developing the policies.	A. No safety and crisis policies exist or were developed only by district/school administration.	<ul style="list-style-type: none">• Crisis management manual

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.4 Teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.	A. The school regularly and systematically monitors attendance, dropout, and graduation rates.	A. The school periodically monitors attendance, dropout, and graduation rates.	A. The school occasionally monitors attendance, dropout, and graduation rates.	A. The school rarely or never monitors attendance, dropout, and graduation rates.	<ul style="list-style-type: none"> • Attendance and graduation rosters with attrition rates • District or school-wide plan to monitor dropout and graduation rates. • Student assistance strategies and interventions plan • 45-day screening • Behavior plans or contracts
	B. The school has a plan in place and continues to meet its goals to improve student attendance, dropout, and graduation rates.	B. The school has a plan in place and there is progress toward meeting its goals to improve student attendance, dropout, and graduation rates.	B. The school has a minimal plan for improving student attendance, dropout, and graduation rates.	B. The school has no plan for improving student attendance, dropout, and graduation rates.	
	C. There is an extensive pool of adult mentors and advocates who meet with students regularly based on the academic and social needs of the students.	C. There is an adequate number of adult mentors or advocates who meet with students regularly.	C. Adult mentors or advocates are available to students on an irregular or inconsistent basis.	C. Adult mentors or advocates are not available to students.	
	D. The school regularly and systematically facilitates the early identification of students with problems or antisocial behavior, and provides them with support.	D. The school periodically facilitates the early identification of students with problems or antisocial behavior, and provides them with support.	D. The school occasionally facilitates the early identification of students with problems or antisocial behavior.	D. The school rarely or never facilitates the early identification of students with problems or antisocial behavior.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.5 Student achievement is highly valued and publicly celebrated.	A. The school has mechanisms in place to acknowledge and honor academic successes, including formal and informal recognition.	A. The school has mechanisms in place to acknowledge and honor academic successes, including formal recognition.	A. The school recognition plan has been minimally developed to acknowledge and honor academic successes.	A. The school has not developed a recognition plan to acknowledge and honor academic successes.	<ul style="list-style-type: none">• Observation of school facility (e.g., displays of student work, evidence of assemblies).• Newsletters• Surveys of student attitudes• Site Council policy manual• Evidence of student awards• Parent-student handbook• Community newsletters
	B. The school has mechanisms in place to acknowledge and honor demonstration of all types of pro-social competencies.	B. The school has mechanisms in place to acknowledge and honor demonstration of some types of pro-social competencies (e.g. helpfulness, good citizenship, volunteerism, cessation of negative behavior).	B. The school has few mechanisms in place to acknowledge and honor demonstration of pro-social competencies.	B. The school does not have mechanisms in place to acknowledge and honor demonstration of pro-social competencies.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.6 A healthy school culture promotes social skills, conflict management, and prevention programs.	A. The school has policies and funding in place for providing and maintaining a prevention program. The program is demonstrating success at redirecting conflict and high-risk behavior.	A. The school has a prevention program in place and adequate funding to maintain it. The program is demonstrating some success.	A. The school has a prevention program in place and some funding to maintain it.	A. The school has no prevention program in place.	<ul style="list-style-type: none">• Training schedule of prevention activities• Anti-bullying policies• Observation• Surveys and interviews
	B. The school community has data and information to demonstrate long-term success of their program for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	B. The school community has a program in place for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	B. The school community has a limited program for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy for others, and making healthy choices.	B. The school community has no program for teaching conflict resolution skills, owning responsibility for personal behavior, showing empathy, for others and making healthy choices.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 4.6 A healthy school culture promotes social skills, conflict management, and prevention programs.	C. All members of the school community (e.g., students, families, stakeholders, staff) support a school norm that consistently does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	C. A majority of members of the school community (e.g., students, families, stakeholders, staff) support a school norm that does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	C. Some members of the school community (e.g., students, families, stakeholders, staff) support a school norm that does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	C. Few, if any members of the school community (e.g., students, families, stakeholders, staff) support a school norm that does not tolerate insults, teasing, or any other forms of verbal or nonverbal bullying by adults or students.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.7 Families and the community are active partners in the educational process and work together with the school to promote programs and services for all students.	A. Programs that promote contact between teachers and families regarding student learning are developed and implemented. Families are consistently involved in developing or coordinating these efforts.	A. Programs that promote contact between teachers and families regarding student learning are developed and implemented.	A. Programs that promote contact between teachers and families regarding student learning are developed but not always implemented.	A. Programs that promote contact between teachers and families regarding student learning do not exist.	<ul style="list-style-type: none"> • Records of teacher/parent contact • Records of parent/teacher conferences • Report cards
	B. The school provides programs (e.g., open house, curriculum fair) for families to experience instructional and curricular programs in six to nine subject areas.	B. The school provides programs (e.g., open house, curriculum fair) for families to become aware of curricular programs in three to five subject areas.	B. The school rarely provides programs for families, and programs are usually limited to one or two areas (e.g., band concert, science fair).	B. The school does not provide programs for families.	
	C. The school works with students, families, and the community to facilitate school transitions in a systematic and planned manner.	C. The school works with students, families to facilitate school transitions in a planned manner.	C. The school works with students in an irregular and unorganized manner to facilitate school transitions.	C. The school does not work with students or families to facilitate school transitions.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
4.8 Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.	A. All special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) collaborate with classroom teachers to promote student achievement.	A. Most special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) collaborate with classroom teachers regarding student achievement.	A. Special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) seldom collaborate with classroom teachers.	A. Special needs/area teachers (e.g., Special Education, Gifted, ESL, Arts) do not collaborate with classroom teachers.	<ul style="list-style-type: none"> • Articulation meetings/ agendas • Staff development calendar • Parent-student handbook • Communications to parents
	B. Supporting programs (e.g., Title I) are continuously assessed and refined to meet the needs of the students.	B. Supporting programs (e.g., Title I) are assessed and refined to meet the needs of the students.	B. Supporting programs (e.g., Title I) are assessed but seldom refined to meet the needs of the students.	B. Supporting programs are not assessed and refined to meet the needs of the students.	
	C. There is continuous and formalized collaboration among various programs (e.g., Title I, school guidance) to enhance the delivery of services that promote student achievement.	C. There is documented collaboration among various programs (e.g., Title I, school guidance) to enhance the delivery of services that promote student achievement.	C. There is some documented collaboration among various programs to enhance the delivery of services that promote student achievement.	C. There is no collaboration among programs to enhance the delivery of services that promote student achievement.	

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

INDICATOR	LEVEL OF PERFORMANCE				SUGGESTED EVIDENCE
	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	
(Continued) 4.8 Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.	D. The district/school has written policies and processes that coordinate with community agencies to identify and refer students to health, counseling, and social services. These are clearly communicated to staff and families.	D. The district/school has written policies and processes to refer students for health, counseling, and social services. These are clearly communicated to staff and families.	D. The district/school has limited procedures to refer students for health, counseling, and social services, or the procedures are not clearly communicated.	D. The district/school has no process to refer students for health, counseling, and social services.	
	E. The school provides intensive intervention strategies for those students who are identified as <i>Falls Far Below or Approaches</i> in Reading, Mathematics, or Writing.	E. The school provides intensive intervention strategies for those students who are identified as <i>Falls Far Below</i> in Reading, Mathematics, or Writing.	E. The school provides an after-school tutoring program for students who are failing their courses.	E. The school does not provide intervention for students who need further academic help.	

**Arizona Department of Education
STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT**

This evaluation record is designed as a tool to document the results of your school's assessment of strengths and limitations related to its instructional practices and organizational conditions. In the spaces provided to the right of each indicator, fill in the appropriate performance level (rubric score point).

Falls Far Below the Standard

Approaches the Standard

Meets the Standard

Exceeds the Standard

EVALUATION RECORD

for

Standard 1: SCHOOL AND DISTRICT LEADERSHIP CAPACITY

The district and school leadership focuses on improved student achievement.

Indicators

1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission.	③	②	①	④
1.2 There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.	③	②	①	④
1.3 District/school leadership uses disaggregated data as part of planning for diverse needs, communicates data analysis information to schools staff, and systematically incorporates data into the school's planning process.	③	②	①	④
1.4 Leadership ensures that all instructional staff have access to appropriate curriculum and instructional materials and are provided with the training necessary to effectively use curricular and data resources relating to the Arizona Academic Standards.	③	②	①	④
1.5 Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.	③	②	①	④
1.6 Leadership promotes and sustains continuous school improvement by allocating resources (e.g., fiscal, human, physical, time), monitoring progress and resource use, and providing organizational structure.	③	②	①	④
1.7 There is evidence that the principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement.	③	②	①	④
1.8 There is evidence that the school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance.	③	②	①	④
1.9 Teachers exhibit sufficient content knowledge to foster student learning.	③	②	①	④
1.10 There is evidence that staff monitor and evaluate curriculum and instructional programs and make modifications as needed to ensure continuous school improvement.	③	②	①	④

ANALYSIS OF RATINGS FOR THIS STANDARD

Strengths (3 – 5) _____ **59**

Limitations/Areas Needing Improvement (3 – 5) _____

**Arizona Department of Education
STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT**

This evaluation record is designed as a tool to document the results of your school's assessment of strengths and limitations related to its instructional practices and organizational conditions. In the spaces provided to the right of each indicator, fill in the appropriate performance level (rubric score point).

Falls Far Below the Standard

Approaches the Standard

Meets the Standard

Exceeds the Standard

EVALUATION RECORD

for

Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT

Rigorous curriculum and instruction provide all students the opportunity to meet or exceed Arizona Academic Standards.

Indicators

2.1 The curriculum scope and sequence is aligned with the Arizona Academic Standards.

③ ② ① ④

2.2 There is in place a systematic process for monitoring, evaluating, and reviewing the curriculum.

③ ② ① ④

2.3 The curriculum expectations are communicated to all stakeholders.

③ ② ① ④

2.4 The curriculum provides access to a common academic core for all students.

③ ② ① ④

2.5 Instructional planning links standards, formative assessment, instruction, practice, summative assessment, and review/reteaching.

③ ② ① ④

2.6 Instructional materials and resources are aligned to state standards and performance objectives, and there is research-based evidence of their effectiveness.

③ ② ① ④

2.7 Technology is integrated effectively into classroom instruction, and is utilized as a teacher productivity tool.

③ ② ① ④

2.8 Differentiation (adjustment of concept, level of difficulty, strategy for instruction, amount of work, time allowed, product to demonstrate learning) makes appropriate instruction available to all students.

③ ② ① ④

2.9 A variety of scientifically research-based strategies focused on increasing student achievement is used effectively in classroom instruction.

③ ② ① ④

2.10 There is evidence of support for the long-term professional growth needs of the individual staff members.

③ ② ① ④

2.11 Teachers recognize and accept their professional role in student success and failure.

③ ② ① ④

2.12 Professional development is continuous and job-embedded.

③ ② ① ④

2.13 The school/district provides a clearly defined evaluation process.

③ ② ① ④

ANALYSIS OF RATINGS FOR THIS STANDARD

Strengths (3 – 5) _____

Limitations/Areas Needing Improvement (3 – 5) _____

**Arizona Department of Education
STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT**

This evaluation record is designed as a tool to document the results of your school's assessment of strengths and limitations related to its instructional practices and organizational conditions. In the spaces provided to the right of each indicator, fill in the appropriate performance level (rubric score point).

EVALUATION RECORD

for

Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS

The school uses multiple standards-based assessments, strategies and data to measure and monitor student performance and to revise curriculum and instruction as needed.

Indicators

3.1 Multiple assessments and evaluation strategies are used appropriately.

③ ② ① ④

3.2 The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona Academic Standards.

③ ② ① ④

3.3 School and/or classroom assessments are aligned to the Arizona Academic Standards and/or performance objectives.

③ ② ① ④

3.4 Students know what is required to meet/exceed the standards.

③ ② ① ④

3.5 Test scores are used to identify gaps (in curriculum or between groups of students) for instructional implications.

③ ② ① ④

3.6 The school/district outlines specific steps for monitoring and reporting student progress in learning the Arizona Academic Standards.

③ ② ① ④

3.7 Teachers communicate regularly with families about individual students' progress in meeting Arizona Academic Standards.

③ ② ① ④

3.8 Implementation of the state-required assessment and accountability program is coordinated by school and district leadership.

③ ② ① ④

ANALYSIS OF RATINGS FOR THIS STANDARD

Strengths (3 – 5) _____

Limitations/Areas Needing Improvement (3 – 5) _____

Falls Far Below the Standard

Approaches the Standard

Meets the Standard

Exceeds the Standard

**Arizona Department of Education
STANDARDS AND RUBRICS FOR SCHOOL IMPROVEMENT**

This evaluation record is designed as a tool to document the results of your school's assessment of strengths and limitations related to its instructional practices and organizational conditions. In the spaces provided to the right of each indicator, fill in the appropriate performance level (rubric score point).

Falls Far Below the Standard

Approaches the Standard

Meets the Standard

Exceeds the Standard

EVALUATION RECORD

for

Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION

The school functions as an effective learning community, supports a climate conducive to student achievement, and possesses an effective two-way communication system.

Indicators

- 4.1** Plants and facilities support a safe and orderly environment conducive to student learning.
- 4.2** There is policy, leadership and staff support for proactive school discipline procedures that enhance student learning.
- 4.3** There is leadership, staff and community involvement in the development and implementation of safety and crisis plans.
- 4.4** There is evidence that the teachers and staff build positive, nurturing relationships with students and work to improve student attendance, dropout rates, and graduation rates.
- 4.5** There is evidence that student achievement is highly valued and publicly celebrated.
- 4.6** A healthy school culture promotes social skills, conflict management and prevention programs.
- 4.7** Families and the community are active partners in the educational process and work together with the school to promote programs and services for all students
- 4.8** Students are provided with a variety of opportunities to receive additional assistance, beyond the initial classroom instruction, to support their learning.

③ ② ① ④

③ ② ① ④

③ ② ① ④

③ ② ① ④

③ ② ① ④

③ ② ① ④

③ ② ① ④

③ ② ① ④

ANALYSIS OF RATINGS FOR THIS STANDARD

Strengths (3 – 5) _____

Limitations/Areas Needing Improvement (3 – 5) _____

ACTION PLAN TEMPLATE

STRATEGIES FOR ADDRESSING AREAS OF CONCERN IDENTIFIED THROUGH USING THE RUBRIC	DATES	RESPONSIBLE PERSON/PARTY	ANTICIPATED EXPENSE	ANTICIPATED FUNDING SOURCE
<p>Standard 1: School and District Leadership</p> <ul style="list-style-type: none">••••• <p>Standard 2: Curriculum, Instruction, and Professional Development</p> <ul style="list-style-type: none">•••••				

ACTION PLAN TEMPLATE

STRATEGIES FOR ADDRESSING AREAS OF CONCERN IDENTIFIED THROUGH USING THE RUBRIC	DATES	RESPONSIBLE PERSON/PARTY	ANTICIPATED EXPENSE	ANTICIPATED FUNDING SOURCE
<p>Standard 3: Classroom and School Assessment</p> <ul style="list-style-type: none"> • • • • • <p>Standard 4: School Culture, Climate, and Communication</p> <ul style="list-style-type: none"> • • • • • 				

RESOURCES

With the current nationwide emphasis on increasing student achievement, the body of research-based school improvement practices is rich and growing rapidly. What follows are a few representative samples of the resources that are available educators.

Bernhardt, Victoria L. *Data Analysis for Comprehensive Schoolwide Improvement*. Larchmont, NY: Eye on Education, 1998.

Carr, Judy F. and Douglas E. Harris. *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Cotton, Kathleen. *Research You Can Use to Improve Results*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

Cotton, Kathleen. *The Schooling Practices that Matter Most*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Danielson, Charlotte. *Enhancing Student Achievement: A Framework for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2002.

DuFour, Richard and Robert Eaker. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Educational Service, 1998.

Jensen, Eric. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development, 2003.

Marzano, Robert J., Debra J. Pickering and Jane E. Pollock. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

Sousa, David A. *How the Brain Learns*. Reston, VA: The National Association of Secondary School Principals, 1995.

Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

GLOSSARY

Curriculum: an organized plan of instruction (scope and sequence) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

Curriculum Alignment: the directness of the link among the Concepts and Performance Objectives of the Arizona Content Standards with the local curriculum, assessment, instruction, and reporting structures. Alignment can be measured in terms of:

- **Categorical Concurrence:** this criterion between standards and assessment is met if the same or consistent categories of content appear in both documents. (Webb, Horton, & O'Neal, 2002)
- **Depth of Knowledge Consistency:** this criterion between standards and assessment is met if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the Standards.
- **Level of difficulty or level of sophistication** is the degree to which the performance objective or concept is measured cognitively. (Webb, Horton, & O'Neal, 2002)

Comprehensive Assessment System: all of the means, taken collectively, to gather information about student performance. Data from these various sources are analyzed and become the basis for decisions about programs, practices, and allocation of resources.

Formative Assessments: ongoing assessment used to modify and improve instruction while it is in progress. Examples: informal observation, quizzes, homework, worksheets, daily assignments, and activities.

Researched-based Assessment: assessment follows item writing rules (Haladyna, 2001); test shows validity and reliability).

Spiraling: intentional repetition of content or skills, each time at a higher level of difficulty or complexity.

Standards-based system: curriculum, instruction, materials, assessment, and reporting are all aimed at the same target -- helping students achieve the defined standards.

Summative Assessments: assessments used to judge the success of instruction at its completion. Examples: formal tests, final exams, final projects, term papers, etc. The information is often used in determining a grade, placement, or promotion.